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ABSTRACT

This compendium provides information concerning promising methods and techniques in vocational and adult education in Connecticut during the 1984-85 school year. It is targeted at educators who wish to improve their own vocational and adult education programs and services. Practices described in the document were selected by a panel of educators based on the following criteria: the practice meets an identified need for a specific problem or target population; indicators suggest that success is measurable; adoption or adaption by others is possible; resources required are practical; and the practice has been in operation for at least one year. Programs are presented in alphabetical order by title. Each one-page program description lists descriptors, target audience, major objectives, overview of the program, indicators of success, resources needed, and a contact person. The guide is indexed by vocational education subject areas and by areas of focus. The following 13 programs are described: accelerated secretarial science certificate program, adopt-a-school program, basic and trade-specific computer literacy, Bloomfield school/business collaborative, business office skills development, career awareness and related employment, developing husbandry skills through small animal learning centers, electronic assembly training, graduation requirements, health occupations--nursing assistant, microcomputers in accounting, microcomputer keyboarding for middle/junior high school students, and occupational English as a second language. (KC)

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Foreword

Educators too often function in isolation. What they do in the classroom seldom travels beyond the boundaries of their school or district. The effects of such isolation are that excellent teaching is rarely shared and seldom rewarded. In an era when public education is more often decried than extolled, it is appropriate to laud excellence when we find it. It is appropriate also that we at the State level assume the responsibility for disseminating information about such teaching practices.

Connecticut's Vocational Improvement Practices (VIP) program, now in its fourth year, is designed to reward good teachers and share their techniques. The program is based on the premise that teachers can learn a great deal from their peers. Whether they are teaching an old program which needs updating or initiating a new one, they can profit from others' successes and mistakes. In a period of reduced resources, an effective dissemination of the resources which we have becomes an economic imperative, and proven teaching techniques must be counted among the best of our resources.

It is with gratification that we publish the award-winning VIP practices of 1985. We applaud the winners and thank them for their willingness to share their innovative practices with other Connecticut educators. We hope that reading the descriptions of the practices presented in this publication will inspire others to explore concepts and ideas which will enhance their programs and so improve the delivery of vocational education to Connecticut's students.

Angelo J. Tedesco
Director
Division of Vocational, Technical
and Adult Education

How To Use This Compendium

The series of questions and answers that follows will help readers become familiar with the fourth edition, *Vocational Improvement Practices, The VIP Program*.

Q. WHAT IS THE PURPOSE OF THIS COMPENDIUM ?

A. *Vocational Improvement Practices* in Connecticut provides information concerning selected methods and techniques in vocational and adult education to those who wish to improve their own vocational and adult education programs and services.

Q. WHAT IS IN THIS COMPENDIUM ?

A. This compendium describes promising practices in vocational education selected during the 1984 - 85 school year.

Q. HOW WERE THE PROMISING PRACTICES IN VOCATIONAL AND ADULT EDUCATION SELECTED ?

A. All practices described in this document were judged by a panel of educators to have satisfied each of the following criteria:

1. The practice meets an identified need for a specific problem/target population.
2. Indicators suggest that success is measurable.
3. Adoption or adaptation by others is possible.
4. Resources required for adoption/adaptation are practical.
5. The practice has been in operation for a minimum of one year.

Q. HOW IS THE COMPENDIUM ORGANIZED ?

A. Award-winning programs are presented in alphabetic order by title, on pages 3 through 23. There is a description of each program's characteristics. In addition, two indices are provided: Index by Vocational Education Subject Areas and by Areas of Focus.

Q. HOW CAN A DESCRIPTION FOR A GIVEN PRACTICE BE LOCATED IF ONLY THE NAME OF THE PRACTICE IS KNOWN ?

A. Promising practices in vocational and adult education are recorded in alphabetic order by title in the contents and on pages 3 through 23.

Q. IF ADDITIONAL INFORMATION IS NEEDED, HOW CAN IT BE OBTAINED ?

A. All entries include the name of a contact person who can answer questions about the practice. A mailing address and a telephone number are included.

Q. WHAT ARE SOME INITIAL ADOPTION CONSIDERATIONS ?

A. Although each promising practice has been effective for the agency in which it was developed and would most likely be transportable to other agencies, it is strongly recommended that each practice be reviewed with the originators for its potential use in some other setting. Such collaboration becomes more critical if the promising practice is to be modified for adaptation in another setting.

Q. HOW CAN INFORMATION ABOUT THE VIP PROGRAM BE OBTAINED ?

A. Contact: Dr. Valerie Pichanick
Bureau of Vocational Services
State Department of Education
P.O. Box 2219
Hartford, CT 06145

Accelerated Secretarial Science Certificate Program

District/Agency: Quinebaug Valley Community College
President: Robert E. Miller

Descriptors:

Skill Development in New/Changing Occupations, Business and Office Education.

Target Audience:

Adults who are Job Training Partnership Act (JTPA) eligible and who have significant barriers to employment.

Major Objectives:

To provide an intensive, short-term secretarial training program leading to a college certificate; to provide job readiness training and career counseling; to provide work experience at area businesses, industries and social service agencies; to achieve a high level of placement in permanent employment.

Overview:

(1) The program addresses the needs of a significant number of area residents by providing intensive, high quality, instruction in secretarial science with an emphasis on word processing in a labor market that has traditionally registered the highest levels of unemployment in the State.

(2) The program employs a team approach, providing for regular meetings of the lead instructor and course instructors along with the vocational counselor in order to discuss individual students' progress and suggest ways in which individual classes can reinforce general program goals.

Begun in the first round of JTPA funding early in 1984, the program is now in its second cycle of operation which began in October, 1984. One of its unique features is the award of up to a year's worth of academic credit culminating in the award of a college certificate, as part of the job training effort. Another unique feature is the use of college student financial aid to assist in the funding of the JTPA program.

Indicators of Success:

Since the program started, 16 of the 32 people were placed in full- or part-time employment and one is continuing study towards a college degree; 24 of the 32 completed the program objectives; all 24 also earned college-level credit and were placed in local businesses and social service agencies.

Resources Needed:

Personnel: $17,000 (exclusive of fringe); Equipment Rental: $2,500; Materials: $3,300.

Contact:

Alice Letteney
Box 59
Maple St.
Danielson, CT 06239

Phone:

774-1130 Ext. 312

Adopt-A-School Program (Computer-Assisted Drafting)

District/Agency: Bridgeport Public Schools
Superintendent: James A. Connelly

Descriptors:

Vocational Skill Development for Academically Disadvantaged Populations, Industrial Arts.

Target Audience:

Industrial Arts Drafting students, grades 9 through 12.

Major Objectives:

To give students experience in the application and versatility of computer-assisted drafting (CAD) equipment; to give students the opportunity to develop CAD skills.

Overview:

Through the Board of Education Adopt-A-School Program, Bodine Corporation adopted Bassick High School.

Plans were formulated jointly by business and school personnel to give students hands-on experience with CAD equipment not available in the high school industrial arts drafting laboratory.

Bodine Engineers volunteered time from 5:00 p.m. to 8:00 p.m. to train students on the CAD system. Students are given hands-on experience in the use of state-of-the-art equipment which would otherwise be unavailable to them.

Indicators of Success:

Program successfully related classroom skills to industrial applications on CAD equipment. Students are enthusiastic. Students attend regularly the voluntary after-school program. Students indicate interest in related technical subjects.

Resources Needed:

Costs absorbed completely by participating business.

Contact:	Phone:
Charles Sala Board of Education 45 Lyon Terr. Bridgeport, CT 06604	576-7492
James Silvestri Bassick High School 1181 Fairfield Ave. Bridgeport, CT 06605	576-7350

Basic and Trade-Specific Computer Literacy

District/Agency: Vocational-Technical School System

Superintendent: Kenneth C. Gray

Descriptors:

Computer Applications in Vocational Programs, Trade and Industrial Education.

Target Audience:

All 9th grade students in the Connecticut Vocational-Technical School System (approximately 3,000 students). Program was offered through the related and shop curriculum areas. Special education classes utilized separate supplementary laboratories.

Major Objectives:

Beginning Vocational-Technical School students will master basic interactive computer skills as a prerequisite for future trade-specific computer instruction.

Overview:

An initial position paper outlining computer applications and trends in industry provided the needs statement and justification for the program. In the fall of 1982, pilots were initiated at Danbury, Bridgeport, Manchester, and Waterbury. Instructors in these schools wrote the initial curriculum (summer 1983) based on the pilot year. Administrators have been involved through a series of committees and workshops developed to introduce computer literacy at all levels of the organization. Students were given basic word processing skills and business applications to enhance their job placement capability.

Indicators of Success:

All 9th grade students have been introduced to the computer concepts and applications relevant to their career areas. Student-staff enthusiasm has remained extremely high with advanced level students developing and modifying basic programs. Staff in-service workshops at the building level have been well received with instructors most receptive to the grading, word processing, and C.A.I. instructional software applications. Administrative support has continued with the further enhancement of existing facilities and software acquisition.

Resources Needed:

The major expense was in the acquisition of the computer and software programs, an expense reduced through statewide bidding which netted discounts of 30-50%. Cost of hardware to equip the 19 locations with labs of 21 computers, printers, plotters, and related programs has been under $40,000 per unit. A per pupil cost per unit to operate the program might be in the range of $200 to $400 including staff, equipment, and facility renovation during the two years of operation.

Contact:

Charles White
Connecticut Vocational-Technical Schools
State Department of Education
P.O. Box 2219
Hartford, CT 06145

Phone:

566-7311

Bloomfield School/Business Collaborative

District/Agency: Bloomfield Public Schools
Superintendent: Herbert Chester

Descriptors:

Education and Business Cooperation (Collaborative), Business and Office Education.

Target Audience:

Bloomfield High School students in Grades 10, 11, and 12 enrolled in Secretarial, Word Processing, Data Processing, Distributive Education, Accounting, Management, Consumer Education.

Major Objectives:

To expand the participation of local business and industry in school programs; to review the curriculum and assess the equipment presently in place in the business department; to acquire assistance in future purchases of equipment; to provide supportive services for teachers; to provide students with necessary skills for job entry.

Overview:

In May 1983 the Vocational Advisory Committee, vocational teachers and business department teachers' met for the first collaborative. Chairpersons, volunteers, and business personnel observed classes and interviewed students and teachers. A written report was submitted for printing.

Indicators of Success:

The business department has acquired updated equipment and textbooks; professional days for teachers and field trips for students have been budgeted for 1985-86 school year. Resource people have been identified to assist in the purchase of equipment and modification of curriculum.

Resources Needed:

Community awareness and the support of the Vocational Advisory Committee, Chamber of Commerce Education Committee, school administration and business department faculty, volunteer participants from business community in specified subject areas.

Contact:

Mary Giffin
Bloomfield High School
Huckleberry Lane
Bloomfield, CT 06002

Phone:

242-5581

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Business Office Skills Development

District/Agency: Meriden Public Schools/Aetna Life & Casualty Employee Benefits Division
Superintendent: John M. DeGennaro

Descriptors:

Education and Business Cooperation, Business and Office Education.

Target Audience:

Minority seniors selected using locally developed criteria such as: economic hardship, business education coursework, grades, attendance, staff recommendations, interest and parent approval.

Major Objectives:

To assist disadvantaged minority seniors in applying their basic business office skills and increasing their employability after graduation. To provide the Aetna with minority student candidates to continue its commitment to hire individuals from minority groups.

Overview:

Seniors in the program attended classes daily until 12:00, worked at the Aetna facility from 1:10 - 4:10 p.m., Monday through Thursday, from January to June. On vacation days, students worked 8:10 a.m. to 4:10 p.m. Group sessions were conducted on Fridays allowing students to review their individual experiences, contribute to each other and learn from one another. The students' work included both basic and advanced responsibilities for young people. Students who were in the project were identified by the school district but assessment and placement were made by the Aetna personnel. Supervision was provided jointly by the Division Unit Supervisor and the project's tutor/coordinator.

Indicators of Success:

Of the 27 seniors who participated, six decided to pursue postsecondary education; 17 accepted full-time employment by the Division; one is employed part-time; one refused employment; two were not offered jobs.

Resources Needed:

An employer and school district with a need and/or willingness to enter into a cooperative relationship to help students enter the work force on a gradual, structured basis. Strong support from school and agency personnel can provide success in most settings.

Contact:

Martin L. Piccirillo
Business Office Skills Development
142 East Main St.
Meriden, CT 06450

Phone:

634-0003, Ext. 261

C.A.R.E. (Career Awareness and Related Employment)

District/Agency: New Haven Public Schools
Superintendent: John Dow, Jr.

Descriptors:

Basic Education through Vocational Training, Pre-Vocational/Exploratory, Skill Development which meets labor market needs for new or changing occupations, Business and Office Education, Trade and Industrial Education.

Target Audience:

The C.A.R.E. program seeks to identify those students who will enter the "World of Work" immediately upon graduation. Special emphasis will be placed on handicapped, public assistance recipients, offenders, limited English speaking, teenage parents and school dropouts.

Major Objectives:

To ensure the unsubsidized employability potential of high school seniors who have not indicated an interest in postsecondary education; to develop a cooperative positive and productive working relationship between all facets of the private sector and the educational community; to provide a means whereby student interests can be assessed and properly interpreted so as to prepare the student for entrance into the labor market; to effectively seek the direct involvement of the employer in enhancing the curriculum and supporting the work experience component of the program.

Overview:

Participants are interviewed and matched for placement in the private sector. Special emphasis on nontraditional employment and sex equity is a primary goal of this project. Enrollment by interest profile sheets and interviews ensures proper job placement. Students are given up to 250 hours of training at the job site and approximately 360 hours of in-school related class time. Students are instructed in job readiness, job seeking and job maintenance. Preliminary screening takes place between April and June. Job placement begins in the fourth week of school. The 1984-1985 C.A.R.E. program established slots for 200 students.

Indicators of Success:

During the 1983-1984 school year, 97 students completed the program. Eleven students were not available for full-time employment as a result of entering postsecondary education, military service, or summer school. Eighty-six students were available for full-time employment. Of this number, 73 were placed in nonsubsidized private sector positions for which they were trained under the C.A.R.E. with an average hourly rate of $3.48.

Resources Needed:

Staff expenditure commensurate with teacher salary schedule. $3,000.00 for office supplies, mileage, postage, etc.

Contact:

G.D. Passarelli
New Haven Public Schools
200 Orange St.
New Haven, CT 06510

Phone:

777-5884

Developing Husbandry Skills through Small Animal Learning Centers

District/Agency: Lebanon Public Schools
Superintendent: Dean Toepfer

Descriptors:

Basic Education through Vocational Training, Vocational Agriculture.

Target Audience:

Ideally grades 10-11, although 8th grade through adults could be included after the program is established.

Major Objectives:

To acquaint young people with animals; to observe behavior-life patterns; to teach management skills; to develop all facets of animal production needs; to introduce students to skills necessary for careers as veterinarian or laboratory assistants; to encompass major vocational taxonomy units; Agriculture Mechanics, Animal Science, Plant Science and the Future Farmers of America.

Overview:

Small Animal Learning Centers began in 1979 with three rabbit hutches in a vo-ag garage; a book: *Raising Small Meat Animals*, and a five-week Animal Science Unit. The program has grown to an indoor eight months "hands-on" learning center. Students in the program have helped form the Northeastern Connecticut Rabbit Breeders Association.

Indicators of Success:

One student from the program is employed by a veterinarian; many students have home projects; several students exhibit their stock; two all-day Rabbit Symposiums have been held with 200-plus in attendance from five states. The program has expanded to a nearby school district. Another district was assisted in starting a program with technical advice and breeding stock. The instuctor and students provide consultation to beginning rabbit owners from junior high school age to adults. The program has received television, radio and newspaper publicity.

Resources Needed:

An instructor willing to put in extra time; start-up funds for program estimated at $1,500.

Contact:

Frank J. Wilson
Lebanon Vo-Ag Center
Route 207
Lebanon, CT 06249

Phone:

642-7759

Electronics Assembly Training

District/Agency: West Haven Public Schools
Superintendent: Alfred J. Maiorano

Descriptors:

Vocational Skill Development for Unemployed or Underemployed Youth and Adults, Skill Development which meets Labor Market Needs for New or Changing Occupations, Trade and Industrial Education.

Target Audience:

Seniors and out-of-school youth between the ages of 18 and 21.

Major Objectives:

To provide youth with marketable entry-level skills in the high technology industry of electronics assembly; to place youth into full-time positions in electronics assembly industries; to teach youth the fundamentals of electricity and electronics, electrical wiring, soldering techniques, meter reading, component identification and how to get a job; to give students a familiarity with printed circuit boards, an integral part of electronic devices and computers.

Overview:

The program is a collaborative between West Haven, Hamden and New Haven. Students complete 120 hours of training. Placement is guaranteed based on the needs of the labor market. The job market was surveyed prior to implementation. A high percentage of females participate in the program. The program has also been offered to displaced homemakers.

Indicators of Success:

Placement of trainees has been 100% of those wanting to be placed. Industries have called the school looking for program completers.

Resources Needed:

Full adoption of this program can be made in the electronics laboratory, either during school at no additional cost or after school for the cost of the personnel. This program has been supported by Jobs for Connecticut Youth.

Contact:

Phone:

John E. Musante
Vocational Education Coordinator
West Haven Board of Education
25 Ogden St.
West Haven, CT 06516

934-6631 Ext. 41

Mal Nicholson
Instructor
West Haven Board of Education
25 Ogden St.
West Haven, CT 06516

932-5701 Ext. 34

Graduation Requirements

District/Agency: Rocky Hill Public Schools
Superintendent: William Goldstein

Descriptors:

Basic Education through Vocational Training, Consumer Home Economics, Industrial Arts, Business and Office Education, Cooperative Work Experience/Diversified Occupations.

Target Audience:

The entire high school student population.

Major Objectives:

The major objectives of this program are to maintain a balance in the educational program for every student; to provide a structure that will require every student to have at least one course in the arts and vocational fields, and to require a second level of study for every student so they will have at least one basic skill area in the arts or vocational area when they graduate from school.

Overview:

(1) While maintaining a comprehensive program that is truly a balanced program of studies, the credit requirement for graduation was increased from 20 to 22 units. What makes the program unique is the distribution of the requirements.

(2) Within the total number of credits required, the following minimum standards must be met by students to be considered eligible for the diploma in 1988 and thereafter:

I Four units of English;

II Three units of social studies, one of which must be in U.S. History;

III Three units of mathematics, one of which must be in basic algebra or its equivalent;

IV Two units of science, one of which must be a biological science and one a physical science;

V Three units of art, humanities, music, business education, home economics, or industrial arts, with the following distribution acceptable: two units in the arts and one unit in the vocational area, or two units in the vocational area and one unit in the arts area;

VI One unit in an advanced course which would be in addition to the three units noted above (under item #V), such unit to be in the arts, vocational or foreign language fields;

VII One unit in physical education (1/4 credit per year);

VIII An additional five units in elective courses.

Total number of units required - 22 units.

Indicators of Success:

The program has been accepted by the staff, administration, students, parents and Board of Education and has been phased for grades 9, 10, and 11 since October, 1983.

Resources Needed:

Support for such a change and time to conduct a study at the local level.

Contact:
Harold G. Symington, Principal
50 Chapin Ave.
Rocky Hill, CT 06067

Phone:
529-2583

Health Occupations: Nursing Assistant I and II

District/Agency: Groton Public Schools
Superintendent: D. William Wheetley

Descriptors:

Basic Education through Vocational Training, Health Occupations.

Target Audience:

High school students in grades 10, 11, and 12 who have completed Health Occupations course in grade 10.

Major Objectives:

To have students demonstrate punctuality and good attendance at school and work; to have students become responsible members of school and community and show academic responsibility in other courses of study. Students will provide skilled care to their assigned patients. Students will be employable upon graduation.

Overview:

The three-year program was started in 1965 to provide job-entry skill in Health Occupations. A main feature has been the high number of clinical hours, 160 hours at the general hospital and 30 at the convalescent hospital. At the general hospital the student rotated through medical, surgical, neurological, obstetrical and orthopedic floors. The clinical experience is a paid experience. A personnel file is kept on each student. Lawrence and Memorial Hospitals provide one instructor to assist the Nurse-Teacher from Fitch High School. The nurse instructor from the school does 30 hours of supervision at the convalescent hospital and 128 hours of clinical supervision at Lawrence and Memorial Hospitals.

Indicators of Success:

Successful completion of the program enables the student to enter the world of work upon graduation from high school. Graduates wishing to advance in the Health Occupations Career ladder seem to have a better adjustment in schools of nursing. Over 400 students have completed this program. Many are employed by the Lawrence and Memorial Hospitals and in local convalescent hospitals. Six graduates have become R.N.s, five have entered military health programs. The program has provided a sense of self-worth to students who sometimes had no recognition in school. Former graduates have returned to Fitch High to speak in the Career Center on work at the hospital and in their various careers.

Resources Needed:

Instructor/Nurse Teacher: $15,000 - $17,000.
Equipment, textbooks, and materials: $5,000 - $8,000.
Uniforms: $60.00 - $80.00 per student.

Contact:

Jane Miller
Fitch Senior High School
101 Groton Long Point Road
Groton, CT 06340

Phone:

445-7799

Microcomputers in Accounting II

District/Agency: Windsor Public Schools
Superintendent: Paul Sorbo, Jr.

Descriptors:

Skill Development which meets Labor Market Needs for New or Changing Occupations, Business Office Education.

Target Audience:

High school students in Grades 11 and 12 taking Accounting II.

Major Objectives:

To acquaint students with the three most popular accounting spreadsheet programs -- SuperCalc, Multiplan and Lotus 1-2-3; to enable students to see a relationship between spreadsheets developed on the computer and those done by hand; to provide students an opportunity to develop their own accounting spreadsheets; to enhance the quality of education provided Accounting II students; to motivate students about careers in accounting; to equip students with a vocational skill which will give them a distinct employment advantage; to provide a solid foundation for those planning to pursue advanced study in the area of accounting or one of the related business fields.

Overview:

Instruction in spreadsheet use was incorporated into the Accounting II curriculum during the 1983 school year. Instead of requiring students to write their financial statements, students are encouraged to utilize an electronic spreadsheet program on the computer for this purpose. Individualized instruction enables each student to progress at his or her own pace in completing assigned work. As a result of the introduction of this program, students are making optimum use of their in-class and out-of-class time, thus producing a more motivated and better educated accounting student.

Indicators of Success:

Since the use of spreadsheets have been introduced into the Accounting II curriculum, the students have developed confidence in their ability to solve accounting-related problems, shown a more positive attitude toward assigned homework, demonstrated increased enthusiasm for accounting as a career, developed outstanding job skills, have found it much easier to obtain employment in this area following graduation from high school.

Resources Needed:

Prices listed reflect costs of new equipment and software.

Ten microcomputers at $2,200 each; two printers at $1,000 each; one T-switch at $700; ten spreadsheets at $400 each.

Contact:

Harold J. DePlanta
50 Sage Park Rd.
Windsor, CT 06095

Phone:

688-8834

Microcomputer Keyboarding for Middle/Junior High School Students

District/Agency: Regional School District #10
Superintendent: Gerald LeBlanc

Descriptors:

Computer Applications in Vocational Programs, Employability/Life Skills, Business and Office Education.

Target Audience:

All middle school and junior high school students, including those in accelerated, regular, remedial and special education programs.

Major Objectives:

To provide all early secondary-level students with proper keyboarding techniques using a microcomputer.

Overview:

The program was established to provide students with fingering techniques, speed and accuracy on the keyboard and the experience of working with a computer. An initial curriculum guide for microcomputer keyboarding was developed prior to starting the program with a State Department of Education grant.

Indicators of Success:

The program was started in 1983 and a final curriculum guide was produced in the spring of 1984. All students have demonstrated the ability to use proper keyboarding techniques, and as a result, an eighth-grade elective has been introduced which addresses term paper editing. In addition, teachers in subsequent courses at the secondary level indicate that these students have no apprehension about using a computer; maintain good posture and input data and programs with speed and accuracy.

Resources Needed:

Teacher; 15 microcomputer stations. Budgeting allotment: $13,750.

Contact:

Diane Brescia
James Schmidt, Principal
Har-Bur Middle School
20 Mills Dr.
Burlington, CT 06013

Phone:

673-0423
673-6163

Occupational English as a Second Language (ESL)

District/Agency: Quinebaug Valley Community College
President: Robert E. Miller

Descriptors:

Vocational Programs for Target Populations, Business and Office Education.

Target Audience:

Adult, limited-English speakers who need basic skills in language, computational and job readiness instruction in order to secure employment.

Major Objectives:

To train participants in basic skills, job readiness skills and office technology skills; to prepare participants for clerical and other entry-level positions; to assist in securing long-term unsubsidized employment.

Overview:

The program methodology is based on a team approach of providing four major training components. They are: ESL instruction from the Center for English as a Second Language; computer instruction from Windham Adult Education; basic math, English, typing instruction from the Job Training Partnership Act (JTPA) vocational instructor; and career goals' clarification and career counseling including cross-cultural work attitudes counseling training from the JTPA vocational counselor/job developer. Support services are provided by the Puerto Rican Opportunity Program and Windham Adult Education. The program is a unique model of interagency cooperation which provides non-English speaking students with a variety of training opportunities and a supportive environment in which to develop their career goals and job search skills.

Indicators of Success:

All but one student (15 out of 16 served) completed the program objectives. All completers moved from 3rd/4th grade communications skills to 8th/9th grade level. All completers attained 9th grade computational skills, having entered with from 0 - 4th grade math skills. All completers attained typing skills of 20 - 45 wpm, having entered without keyboarding experience. From a total of 16 served, 11 were placed in full- and part-time employment; one entered Eastern Connecticut State University as a full-time student. Of those employed, two entered college programs on a part-time basis and one is in a General Educational Development (GED) program.

Resources Needed:

Personnel (exclusive of fringe) - $17,500; Materials - $2,200; Equipment rental - $1,500; Total - $21,200.

Contact:

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Quinebaug Valley Community College
P.O. Box 59
Danielson, CT 06239

Phone:

774-1130 Ext. 312

Occupational Training for Market Needs

District/Agency: Northeast Regional Adult Education
Superintendent: Albert DePetrillo

Descriptors:

Vocational Skill Development for Unemployed or Underemployed Youth and Adults, Trade and Industrial Education.

Target Audience:

Students are 18 years of age and older, economically disadvantaged, unemployed, welfare recipients and often high school dropouts.

Major Objectives:

The major objective of this program is to train and place unemployed and underemployed individuals in jobs for which a demand exists within commuting distance of the labor market.

Overview:

The practice has been designed with time efficiency for entry-level employment in mind. Each of the courses — Baker, Dietary Aide, Cook, Carpenter, Injection Molder, Nurse Aide, and Truck Driver — concentrates on entry-level skills for the specific occupation. Training is conducted in classroom, laboratory and work-site settings. Most are conducted as a result of public/private cooperation.

Indicators of Success:

One hundred and thirty-nine (139) students have been served in the program. Seventy-eight percent (78%) have been positively terminated to occupational placements or advanced occupational training.

Resources Needed:

A realistic per pupil cost averaged over all the above occupations: $250 per student. The program utilizes Job Training Partnership Act (JTPA) education funds, local funds and state/federal adult education funds.

Contact:

David Talbot, Director
Joe Mack, Program Manager
Northeast Regional Adult Education
208 School St.
Putnam, CT 06260

Phone:

928-7957

Pre-Nursing Program

District/Agency: Greater Hartford Community College
President: Arthur C. Banks, Jr.

Descriptors:

Vocational Programs for Target Population, Health Occupations.

Target Audience:

High school graduate, male/female, disadvantaged.

Major Objectives:

To increase the supply of minority registered nurses in the Greater Hartford area.

Overview:

In 1980 the Pre-Nursing Program was implemented to prepare selected candidates for entry into the Associate Degree Nursing Program; monitor their progress through the program, and assist them toward successful completion of the program. The Pre-Nursing Program is offered at the college during the spring semester each year. It is a noncredit, pass/fail program which includes content in mathematics, science, communication skills, and an introduction to nursing. Successful completion of the program assures admission to the Associate Degree Nursing Program in the fall. Candidates selected for admission to the Pre-Nursing Program must have taken a course in Chemistry, Biology, and Algebra, the Scholastic Aptitude Test and two (2) national standardized examinations to determine math and reading skills. Based on evidence of success potential as reflected in their academic record, pretest scores, and needs identified during an interview, an Admission Committee makes the final selection of candidates. To date, the Pre-Nursing Program course has been implemented five times for a total of 75 minority students.

Indicators of Success:

Pre-Nursing Program indicates successful achievement in altering student attitudes to learning. All Pre-Nursing Program students who were graduated from the Associate Degree Nursing Program continue to be successfully employed as registered nurses in health care agencies in the Greater Hartford area. Many of these graduates are continuing their education in upper division nursing courses leading to a baccalaureate degree in nursing.

Resources Needed:

Estimated essential first-year costs include budget for personnel and support services for the students. Personnel: $100,000. Projected budget for support services for one year is approximately $135,000. Per pupil costs are $2,800.

Contact:

Jean P. Bowen, Project Director
Mary Ann Tarasuk, Program Director
Nursing Division
Greater Hartford Community College
61 Woodland St.
Hartford, CT 06105

Phone:

549-4200

Project: Chefs - Food Service

District/Agency: Simsbury Public Schools
Superintendent: Joseph Townsley

Descriptors:

Employability/Life Skills, Occupational Home Economics.

Target Audience:

Selected students in grades 11 and 12 based upon staff nomination, student interest and need for vocational training.

Major Objectives:

To increase community awareness of home economics as the vocational basis for occupational food services; provide service to the school system and to the community by outreach to the handicapped, senior citizens, service organizations, community clubs; eliminate sex stereotyping through a selection process which insures a balanced enrollment of boys and girls; include students from other Farmington Valley communities on a space available and tuition basis; initiate a Home Economics Related Occupations (HERO) chapter; include special needs students in the mainstream program and provide an adaptive component for the more disabled youngsters.

Overview:

In the project, Simsbury High School offers an occupational home economics program for the first time, taking advantage of the existing facility, as well as the range of course offerings and career services already in its program of study. There is formal classroom training, some catering, and a school-based meal service.

Indicators of Success:

The most significant outcome of the program has been the improvement in self-esteem of the students involved. Those participating in Project Chef gained excellent culinary skills because of the quality of the instructor and the high standards he demanded. Of the six seniors who graduated, four are attending culinary schools.

Resources Needed:

A mini-grant of $20,000 provided the instructor's salary for the initial two years of the program. The home economics department budget provided a washer and dryer the first year and an electric burner in the second. The room to be used as classroom for the program was converted at a cost of approximately $1,500. The program uses the home economics foods lab twice a week and the high school cafeteria three mornings a week when the breakfast program is operating.

Contact:

Clarice Chase
Simsbury High School
Farms Village Road
Simsbury, CT 06070

Phone:

651-3341

Project CHILD (Computers Help in Learning Development)

District/Agency: Manchester Public Schools
Superintendent: James P. Kennedy

Descriptors:

Computer Applications in Vocational Programs, Consumer Home Economics

Target Audience:

High school seniors enrolled in Child Development classes. Approximately 80 students per semester.

Major Objectives:

To introduce students in the Home Economics Department to the various uses of the computer. To use a data-based program to store, retrieve and graph information involving growth and development patterns of preschoolers.

Overview:

The project allows senior students to learn about growth and development of nursery school youngsters through use of software developed by the teacher. Seniors then observe youngsters in the preschool setting to test out the theoretical information retrieved from the software. Students can have their results reported and graphed by using the PFS software in the classroom.

Indicators of Success:

Students were motivated to learn growth and development of preschoolers with the aid of the computer -- more so than with lectures and/or textbooks.

Research papers required of students at the end of the semester were of higher quality than previously observed.

Attendance improved significantly when computers were incorporated into the course.

Resources Needed:

PFS Software -- three parts at about $100.00 each (File, Graph and Report). Apple IIe computers and printer. It is suggested that there be at least one computer per two students. Adequate staff time is needed before implementing program.

Contact:

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Manchester High School
134 East Middle Turnpike
Manchester, CT 06040

Phone:

647-3510

John Cheyer
Manchester High School
134 East Middle Turnpike
Manchester, CT 06040

647-3562

Special Education Teacher

District/Agency: New Britain Public Schools
Superintendent: Marie S. Gustin

Descriptors:

Nontraditional Occupational Training, Industrial Arts, Special Education.

Target Audience:

Trainable Mentally Retarded (TMR), Educable Mentally Retarded (EMR), Learning Disabled (LD), socially emotionally maladjusted. Abilities range from nonreaders to third-grade readers.

Major Objectives:

To train students in the use of the basic tools.

Overview:

The program, in its second year, provides challenge for the higher functioning student. It presents instruction through audiovisual techniques and hands-on experience. The program provides pre- and post assessment.

Indicators of Success:

Each unit of the Tool-Tech Today program stated specific conditions, performance-levels and standards which the students must accomplish before proceeding to the next unit. Student tool-assessment records and pretests and posttests indicate student achievement. There is positive feedback from students and parents; positive and appropriate exhibition of behaviors; evidence of cooperation, teamwork, transference of skills and the development of a positive self-image.

Resources Needed:

Personnel: one special education teacher and one paraprofessional for a class of six to ten students; Equipment: $5,350; Supplies: $1,750; Community Involvement; Consultation from an Industrial Arts Teacher.

Contact:

Joseph B. Geraci
Nancy E. Napolitano
Jerelyn D. Fields
New Britain Public Schools
27 Hillside Pl.
New Britain, CT 06050

Phone:

827-2240

Vocational/Culinary Arts for the Developmentally Disabled

District/Agency: Bloomfield Board of Education
Superintendent: Herbert Chester

Descriptors:

Pre-Vocational/Exploratory, Nontraditional Occupational Training, Employability/Life Skills, Trade and Industrial Education.

Target Audience:

Trainable Mentally Retarded (TMR) students, ages 15 to 20.

Major Objectives:

To give the students marketable skills which will assist their transition to sheltered or competitive employment.

Overview:

This program started in 1982 with four special education students involved in a mainstreamed culinary arts class. At that time it was decided that they would be served better in a separate class team - taught by a culinary arts teacher and the special education teacher. The pace would be slower and basic skills would be emphasized. The separate class was implemented in September, 1983. The students spend a total of 1-1/2 hours a day in the Culinary Arts Laboratory. Once a week they shop for food; lunch is prepared once a week and the students also help with the preparation and serve community lunches once a month. Several times a year the Culinary Arts Department caters banquets for community organizations and the students help prepare, serve and clean up.

Indicators of Success:

Because of this program, one student is employed part-time in a convalescent home as a dishwasher and kitchen helper. Another student is working three mornings a week in the school cafeteria as a dishwasher. From the sheltered environment of the school cafeteria, a student can move to employment with supervision in a facility such as a nursing home, and later to a more competitive employment in industry. One of last year's graduates is now working at Travelers Insurance Co. cafeteria. The students have gained self-confidence; acquired a skill and applied that knowledge in a real work situation.

Resources Needed:

Financial resources to employ a culinary art instructor, special education teacher, and teacher aide. Supplies and transportation, $1,000.00. Other resources from the regular high school program.

Contact:

Gloria Modderman
Park Ave.
Bloomfield, CT 06002

Phone:

242-5581

Youth Employment and Training Program (YETP)

District/Agency: Stamford Public Schools
Superintendent: William R. Papallo

Descriptors:

Vocational Skill Development for Academically Disadvantaged Populations, Employability/Life Skills, Cooperative Work Experience/Diversified Occupations.

Target Audience:

"At-Risk Youth" in grades 11 and 12, economically disadvantaged youth who satisfy Job Training Partnership Act (JTPA) Guidelines.

Major Objectives:

To provide disadvantaged and minority youth with skills and behaviors to become employable; to lower the dropout rate; to improve vocational skills.

Overview:

Utilizes limited resources from State and Federal Government (Department of Human Resources [DHR], JTPA, Vocational Education Act [VEA], Jobs for Connecticut Youth [JCY], State Entitlement, JTPA 8%, Hispanic Youth Employment Program) in a consolidated approach to solving the serious problem of unemployment among minority and disadvantaged youth.

Linkage between Board of Education, Local Community-Based Organization (CBO), Committee on Training and Employment and JTPA.

The model has been tried and tested since 1978. Career skills and remediation, vocational training, on-the-job training and academic credit awarded for graduation has a positive effect in terms of improved attitude and employability skills for the population YETP services.

Indicators of Success:

Ninety percent of the students complete the program and graduate; potential "dropouts" choose to attend college or vocational schools; improvement in school attendance; students learn sufficient vocational skills to get entry-level jobs; students develop awareness of appropriate behavior to retain jobs.

Resources Needed:

A director, job developer and three career associates; access to or acquisition of equipment for skills training; consumable supplies and texts. Average per student cost: $1,900.

Contact:

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Stamford Public Schools
195 Hillandale Ave.
Stamford, CT 06902

Phone:

358-4317

Honorable Mention

The following excellent programs have been cited as also worthy of replication and are given an honorable mention:

Barlow's Restaurant - Occupational Food Service Program

District/Agency: Fairfield Public Schools
Superintendent: Charles W. Fowler
Contact: Kathleen Gilligan — **Phone:** 255-8366
Debra Ann Yost — 255-8336
Andrew Warde High School
Melville Ave.
Fairfield, CT 06430

Culinary Arts

District/Agency: Regional School District #15
Superintendent: William J. Birmingham
Contact: Dale Drzwecki — **Phone:** 262-3217
Director, Unified Arts
Wanda Butler
Pomeraug High School
234 Judd Road
Southbury, CT 06488

Intensified Business Education Program for In-School Youth and Adults

District/Agency: Fairfield Public Schools
Superintendent: Charles W. Fowler
Contact: Joseph F. Georgio, Chairman
Adult and Continuous Education Department
Fairfield Public Schools
760 Stillson Rd.
Fairfield, CT 06430

Nursing Assistant

District/Agency: Trumbull Public Schools
Superintendent: C. Duncan Yetman
Contact: Frederick Dirga — **Phone:** 261-6411
Vocational Chairman
Moreen Donahue — 268-8662
Trumbull High School
72 Strobel Rd.
Trumbull, CT 06611

Senior Citizens Luncheon Program

District/Agency: Tolland Public Schools
Superintendent: Louis V. Messineo
Contact: Kay Lucente — **Phone:** 872-0561
Tolland High School
Old Cathole Rd.
Tolland, CT 06084

Vocational Evaluation in a School Setting

District/Agency: Manchester Public Schools
Superintendent: James P. Kennedy
Contact: Jack Peak, Director — **Phone:** 647-3495
Regional Occupational Training Center
Donnamarie Nakos — 647-3503
Regional Occupational Training Center
665 Wetherell St.
Manchester, CT 06040

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Connecticut State Department of Education

Division of Vocational Technical and Adult Education
Angelo J. Tedesco, Director

Bureau of Vocational Services
Errol J. Terrell, Bureau Chief

Vocational Program Improvement
Valerie K. Pichanick

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